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ABSTRACT

This study measured the self-esteem of 312 female elementary school teachers in the Chattagnooga area public schools, and identified their perceptions of selected job-related factors that contribute to their self-esteem. The questionnaire consisted of three parts. Part one requested demographic information. Part two consisted of the Barksdale "Self-Esteem Evaluation No. 69." The third part sought to identify characteristics of job-related factors connected with teaching. Findings indicated: (1) personal goals, feelings of competency, pride in work, evaluation by the principal, opportunity to help children and determine own materials showed the least discrepancies between the present amount and the ideal presence; (2) prestige of the teaching profession and credit for a job well done were among characteristics where the largest discrepancies were found; and (3) feelings of competency, success, and pride related more to aspects over which teachers had some control. An analysis of findings is presented and recommendations are made for improving teachers' self-esteem. The appendixes include the survey instrument and related correspondence; a four-page list of cited references concludes the document. (JD)

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AN INVESTIGATION: SELF-ESTEEM AND FEMALE ELEMENTARY SCHOOL TEACHERS

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CHAPTER 1

Introduction

Prefatory Remark

"Self-esteem is something probably everyone wants and which everyone definitely needs. We want self-esteem because it increases our chance of finding happiness in life and makes it possible to cope with life's disappointments and changes. We need self-esteem because nothing is as important to our psychological well-being. Our level of self-esteem affects virtually everything we think, say and do. It affects how we see the world and our place in it. If affects how others in the world see and treat us. It affects the choices we make--choices about what we will do with our lives and with whom we will be involved. It affects our ability to both give and receive love. And it affects our ability to take action to change things that need to be changed" (Sanford & Donovan, 1984, 3).

In the book entitled The Productive Personality, John Gilmore (1974) ascertains that self-esteem is one of the fundamental elements that affects the way an individual performs. Self-esteem affects a person's mental outlook on life, the way a person perceives and reacts to the environment, and a person's general frame of mind.

Problem

The condition of education in the United States has been under attack especially since the publication of a Nation at Risk (1983). Vast media coverage constantly deals with the inadequacies of educational systems in the United States. The focus on education and attempts to improve it is especially prevalent in Tennessee with the advent of the Better Schools

Program. The Career Ladder was developed to promote opportunities for professional advancement for teachers. Nevertheless, morale of teachers is at an all time low. Articles about teacher burnout and stress permeate the literature.

Very little attention has been given in the literature to self-esteem and its effects on teachers, and yet self-esteem, morale, stress, and burnout are intricately related. Additionally, very little attention has been paid to the characteristics of teaching that may affect self-esteem. Research studies which have focused on work and self-esteem have generally dealt with men. This is particularly problematic when elementary teachers are the target group because the majority of elementary school teachers are women.

Purpose of the Study

The purpose of this study was to 1) measure the self-esteem of selected female elementary school teachers in the Chattanooga area public schools and 2) identify their perceptions of selected job-related factors that contribute to their self-esteem.

Significance of the Study

The importance of self-esteem has permeated the literature for a number of years beginning in 1890 with William James, the first psychologist interested in the "self." The developmental theories of Rosenberg (1965), Coopersmith (1967), and Ziller (1969) are based on the assumption that high self-esteem is related to "healthy behavior". Self-esteem plays a major role in determining behavior; it influences what a person chooses to do and the manner in which he/she performs (Gergen, 1971). It has been pointed out in the literature that women in certain "helping professions", such as teaching,

may experience feelings of inadequacy more acutely than individuals in other professionals. These feelings are often internalized and may result in low self-esteem. Such an attitude of low personal worth can affect all areas of a woman's personal and professional life.

There are more teachers than any other professional group, and because of the nature of the profession, almost everyone comes in contact with teachers (Phillips, 1982). Next to parents, probably the most influential adults in young children's lives are teachers, most of whom are women. A teacher's behavior reflects her feelings of self-worth or self-esteem (Fitts, 1972a). Reasoner (1982) reports in Building Self-Esteem that teachers with high self-esteem foster similar characteristics in the children they teach and vice versa. Teachers' beliefs, expectations, and classroom practices have a large influence on student performance and students' beliefs about themselves (Good,1970; Rosenthal & Jacobsen,1968).

What are some of the characteristics of individuals with high self-esteem? Coopersmith (1967) describes individuals with high self-esteem as those who approach particular tasks with the idea that they will be successful. They have confidence in their own perceptions, decisions, and opinions. Because they trust their own judgements, they are more likely to be assertive. Individuals who have high self-esteem tend to be independent and creative. They believe enough in themselves to try new things and to voice their opinions, even when they know others will disagree.

Teachers with high self-esteem tend to encourage students to become independent thinkers. Students are encouraged to ask questions, express their own opinions, and to develop their individual interests and abilities. Cooperation and mutual respect within a group and for individuals are

fostered. Teachers with high self-esteem show confidence in their students and, therefore, help students to develop self-confidence. Positive feedback from the teacher and from other sources within the classroom helps to build positive attitudes toward self, teachers, learning, school, and toward the world in general (Coopersmith, 1981).

According to Coopersmith (1967), a lack of self-confidence and insecurity characterizes people who have low self-esteem. They are not likely to express their own opinions or to trust their own judgements. It is highly improbable that these individuals would talk about or try new ideas because they do not want to draw attention to themselves and risk criticism. They tend to be preoccupied with their own problems and demonstrate a high degree of self-consciousness.

Teachers with low self-esteem tend to encourage conformity rather than independence and creative thinking in their classrooms. Students' individual interests and abilities are not developed if they deviate from the norm. Moreover, discipline tends to be more authoritarian than democratic (Bosheir, 1969). Criticism rather than positive reinforcement is prominent. Criticism tends to "tear down" a child's self-image and feeling of worth and fosters insecurity, dependence, and defensiveness.

The characteristics that are essential to help individuals grow to become well-adjusted, contributing members of society are fostered by teachers who have high self-esteem. It is, therefore, particularly crucial that teachers have positive self-esteem.

Definitions

There are two terms that must be defined which are crucial to this study. In the present study, "self-esteem" is defined as an individual's feeling of personal worth. The second term, "ideal presence," refers to teacher's perceptions of the degree to which a particular job-related factor should exist.

Organization of the Study

The remainder of this study is organized in six parts: Review of the Literature, Methodology, Presentation and Analysis of the Data, Findings, Discussion, and Recommendations.

CHAPTER 2

Review of Literature

Introduction

Self-esteem is being used today as a variable to explain a wide range of behavioral phenomena. Experimental social psychologists and researchers interested in organizational behavior have included self-esteem as they studied a number of content areas such as assertiveness, stress, burnout, organizational structure, and job performance and satisfaction. Interest in self-esteem as it is related to work was stimulated when research demonstrated that individuals with low and high self-esteem possess very different characteristics. Individuals with high self-esteem were found to be more socially (Berger, 1955; Fitts, 1972b) and psychologically operative (Rosenberg, 1965; Coopersmith, 1967; Ziller, 1969). Individuals with low self-esteem tend to exhibit more anxiety and more neurotic behavior than those who have high self-esteem (Wylie, 1961; Fitts 1972b). Additionally, those individuals with low self-esteem perform less effectively under stress and failure (Shrauger & Rosenburg, 1970).

Definitions of Self-Esteem

Self-esteem has been defined in a number of ways in the literature. In 1890 William James defined self-esteem as two categories of attitudes: "how a person actually perceives himself [herself] with respect to some quality or ability and how he [she] might be or ought to be"(310). Carl Rogers explained self-esteem as the way an individual views him/herself as a "person of worth, worthy of respect rather than condemnation" (1950,376). Stanley Coopersmith, one of the most prominent researchers in the

investigation of self-esteem, saw it as: "the extent to which a person believes himself [herself] capable, significant, successful, and worthy. . . . Self-esteem is a personal judgment of worthiness that is expressed in the attitudes the individual holds toward himself [herself]. It is a subjective experience which the individual conveys to others by verbal reports and other overt expressive behavior" (1967, 5). A personal evaluation of self which includes a feeling of acceptance or nonacceptance was the definition chosen by Rosenburg (1965). Lilburn Barksdale, the founder of Barksdale Foundation for Furtherance of Human Understanding, defined self-esteem as one's feelings about self, based on an individual's sense of personal worth and importance (1972,4). Berger (1955) also explained self-esteem in terms of an individual's feelings of worthiness.

Work and Self-Esteem

With the publication of Work in America (1973) and the work of experimental social psychologists such as Gergen (1971), Wells and Marwell (1976), Argyris (1964), and Hall (1971) came the idea that work plays a crucial psychological role in the formation of self-esteem. Self-esteem could be altered by such job-related events as evaluation, comparison with others, acceptance by others, and events involving success or failure. Additionally, it was found that certain types of organizations could promote low self-esteem in individuals whose self-esteem is not particularly strong (Tharenou, 1979). Up until this time the supposition had been that self-esteem was rather stable after approximately ten years of age (Coopersmith, 1967; Aronson, 1959; Lecky, 1945).

Assertiveness and Self-Esteem

A study by Lorr and Moore (1980) found that certain behaviors related to assertiveness (directiveness, social assertiveness, defense of one's interests, and independence) are positively correlated with self-esteem. Petrie and Rotheram (1982) investigated the relationship of self-esteem and assertiveness to stress and found that self-esteem and assertiveness were significantly inversely related to stress.

Stress and Self-Esteem

Job-related stress has also been found to be related to self-esteem. Stress results when there is "a lack of fit between environmental demands and individuals' capacities (e.g., skills, aptitudes, and beliefs about the situation) to respond to these demands" (Milstein, Golaszewski, & Duquette, 1984, 293). A study by Milstein, Golaszewski, and Duquette (1984) found that if teachers feel they can not uphold their professional obligations in a satisfactory manner and, consequently, experience large amounts of stress, their self-image and ability to cope may be in jeopardy. French and Caplan (1972) found that low self-esteem is partly a result of job strain brought on by certain occupational stresses. In another study French (1969) found that self-esteem moderates the effects of stress.

Burnout and Self-Esteem

Burnout has been defined as a condition of steady anger at one's self, an anger that may be projected onto students" (Guggenbuhl-Craig, 1979). Numerous studies have looked at the relationship between self-esteem and burnout. Results of a study by Anderson and Iwanicki (1981) revealed that when teachers' self-esteem needs are not fulfilled, burnout will be more likely to occur. Gold (1984) included a negative self concept as a characteristic of burnout. Behavioral characteristics of burned out teachers are similar to those of teachers with low self-esteem and the resulting effects on the students are the same (Partin and Garguilo, 1980). Burnout not only affects one's professional life but may also effect other aspects of life as well (Gold, 1984). Kornhauser (1965) found that there was a "spillover" effect between work and nonwork activities.

Organizational Structures and Self-Esteem

Certain organizational structures in the work environment have been found to encourage the development of high self-esteem. Korman (1977) and Argyris (1964) found that work environments characterized by an authoritative structure, routine activities, and specialized tasks, encourage growth of low self-esteem. Conversely, environments characterized by a more democratic structure and job autonomy encourage the development of high self-esteem. Additionally, fewer behavioral differences between high and low self-esteem individuals are likely to occur in a democratic environment. Mortimer and Lorence's (1979) study of occupational experiences and self concept found that occupational characteristics that reflected self-directed thought and behavior enhanced self concept over time. These findings support the idea that autonomy in a work situation is

of extreme psychological importance and that work has an effect on the personality.

Job Performance and Satisfaction and Self-Esteem

Korman (1970) investigated the influence of self-esteem on job performance. His conclusion was that individuals with high self-esteem perform well in order to maintain their self-images of competence. Individuals with low self-esteem are not driven to perform well; poor performance is consistent with their low self-images. Fitts (1972a) also found that the more optimal the total self concept, the more effective performance would be. A number of studies support the idea that job satisfaction is related to high self-esteem (Dore & Meacham, 1973; Kerr Inkson, 1978; Lopez & Greenhaus, 1978).

CHAPTER 3

Methodology

Introduction

Self-report instruments are the most commonly used in attitude and personality measurement. Self-reports are a relatively direct form of measurement where the individual "indicates his[her] own perceptions, aspirations, feelings about self (or an aspect of self) and [his/her] reports are taken to indicate those feelings"(Wells & Marwell,1976, 80). The assumption that teachers can provide valid reports of factors that affected self-esteem was implicit to this study.

The Sample

Chattanooga area female elementary school teachers were the targeted population. A random sample of female teachers from the Chattanooga Public Schools and the Hamilton County Schools was selected from the 1984-85 directories published by each system. Every fifth female elementary teacher was selected. Classroom teachers in grades kindergarten through sixth grade, elementary librarians, elementary music teachers, elementary special education teachers (including teachers of the gifted, speech and hearing impaired, and visually impaired), and reading teachers were included in the sample. One fourth (312) of the approximately 1300 female elementary teachers employed by the systems were selected to participate in the study.

The Method

A questionnaire, a cover letter, and a business reply envelope were mailed to each teacher's home approximately two weeks before the beginning of the school year. (See Appendix A.) A follow-up letter and a handbill were mailed to all elementary school principals in an attempt to remind teachers to return their questionnaires. (See Appendix B.) After the original deadline for returns, a second mailing was sent to a selected group of 77 teachers from the original sample in order to elicit a higher return. (See Appendix C for cover letter.) Phone calls were used to follow-up the second mailing.

The Questionnaire

The questionnaire consists of three parts. Part I, questions 1-14, requests demographic information such as age, salary, marital status, highest degree, number of years in teaching, and major work assignment.

Part II, questions 15-39, consists of the self-esteem measure. The Barksdale Self-Esteem Evaluation No. 69 (1974) was chosen after a review of a number of instruments designed to measure self-esteem. The instrument is especially applicable to this study, because it was developed specifically for adults. Many of the instruments used in past studies were developed for children and later modified for use with adults. Other instruments were not considered because they were designed to measure self concept rather than self-esteem. The high reliability of the Self-Esteem Evaluation varies from .916 (N=372) to .968 (N=61) (Littrell). Dr. Robert Littrell believes the coefficients are especially notable in view of the high number of items in the evaluation.

The self-esteem evaluation consists of 25 questions, such as "I don't feel anyone else is better than I am" and "I feel warm and friendly toward myself." Teachers were asked to rate the statements to show how true the statement was for them. A five-point Likert scale labeled "1= not at all true for me," "2= some-what true OR true only part of the time," "3= fairly true OR true about half of the time," "4= mainly true OR true most of the time," and "5= true all the time" was used. (The original Barksdale instrument uses a scale that ranges from zero to four. In order to use a consistent rating scale throughout Parts II and III of the questionnaire, the scale was modified to range from one to five.) To arrive at an overall self-esteem index for each teacher, the statement ratings were added and twenty-five was subtracted from the total. (The self-esteem quotients were adjusted to compensate for the change in the original rating scale by subtracting twenty-five from the total.)

Part III, questions 40-74, includes a series of characteristics or job-related factors connected with teaching. For each characteristic, teachers were asked to answer three questions: a) "How much of the characteristic is now connected with your teaching position?" b) "How much of the characteristic do you think should be connected with your teaching position?" c) "How important is this characteristic to your self-esteem?" A five-point rating scale with 1 representing the minimum and 5 representing the maximum was utilized.

The items and format used in Part III were developed after an extensive review of numerous questionnaires, a review of the literature on such topics as job satisfaction and job characteristics that affect performance, and personal interviews with teachers and administrators. A pilot study was conducted to refine the instrument.

CHAPTER 4

Presentation and Analysis of Data

Part I: Demographic Data

Forty-two percent (130) of the distributed questionnaires were returned. This sample represents approximately 10 percent of the entire population of female elementary school teachers in the Chattanooga area public schools. The respondents represented the Chattanooga City and Hamilton County School Systems almost equally, 50.8 percent and 47.7 percent respectively. Fifty-seven percent of the teachers had bachelor's degrees and 39 percent had master's degrees. Forty-one percent of the respondents had taught between five and twelve years. Another 17 percent had taught between thirteen and sixteen years. Thirty-two percent of the respondents were between thirty to thirty-nine years of age and 29 percent were between the ages of forty and forty-nine. Librarians, special education teachers, and reading teachers accounted for 30 percent of the respondents. Of the remaining 70 percent, 49 percent taught in grades kindergarten through three, and 20 percent taught in grades four through six. Thirty-two percent of the teachers reported an income of between $19,100-22,000. Seventy-six percent of the teachers who responded were married, and 70 percent of the teachers had children. Eighty-seven percent of the teachers were Caucasian and 11 percent were black. Approximately 92 percent of the teachers were eligible to apply for the career ladder. Of the 86 percent who applied for the career ladder, 76 percent received the ladder for which they applied. Ninety-one percent of the teachers considered teaching their lifetime career. Complete demographic characteristics of the sample are shown in Table 1.

Table 1. Percentage Distribution for Demographic Data (Part I of the Questionnaire)

Major Work Assignment

Grade	%
K	14.6
1	13.8
2	8.5
3	12.3
4	7.7
5	7.7
6	4.6
Other	30.0
*NR	.8

School Enrollment

No.	%
85-150	.8
151-200	10.0
201-300	20.8
301-400	15.4
401-500	19.2
501-600	13.8
601-700	12.3
700+	4.6
NR	3.1

Yrs. Teaching Experience

No.	%
1-4	10.0
5-8	20.0
9-12	20.8
13-16	16.9
16-19	13.1
20+	18.5
NR	.8

Salary

$ in Thousands	%
10-13,000	.8
13,100-16	15.4
16,100-19	20.1
19,100-22	32.3
22,100-25	23.8
24,100-28	5.4
NR	2.3

Marital Status

	%
Single	13.1
Married	76.2
Separated	.8
Widowed	2.3
Divorced	7.7

No. of Children

No.	%
0	30.0
1	14.6
2	27.7
3	23.1
4	2.3
5	2.3

Age

Yrs.	%
20-29	12.3
30-39	32.3
40-49	28.5
50-59	21.5
60+	5.4

Highest Degree

	%
Bachelor's	56.9
Master's	38.5
Master's + 45	3.1
Ed. Specialist	1.5
NR	1.5

Race

	%
Black	10.8
Caucasian	86.9
Hispanic	.8
NR	1.5

Eligible for Career Ladder

	%
Yes	91.5
No	8.5
NR	8.5

Applied for Ladder

	%
Yes	86.2
No	5.4

Level Applied For

Level	%
1	70.8
2	3.1
3	13.1
**NA	13.1

Received Level

	%
Yes	76.2
No	7.7
Don't Know	2.3
NA	13.8

Head of Household

	%
Yes	23.1
No	73.8
NR	3.1

System

	%
Hamilton Co.	47.7
Chatt. City	51.8
NR	1.5

Teaching-Lifetime Career

	%
Yes	90.8
No	6.2
NR	3.1

*NR-No response
**NA-Not applicable

Part II: Self-Esteem Measure

Scores on the Barksdale Self-Esteem Evaluation can range from 0 to 100. Sound self-esteem is represented by a score of 95 and above. Any score under 90 is a disadvantage. A score of 75 or less may be regarded as a serious disadvantage. A score of 50 or less indicates a crippling lack of self-esteem. The average self-esteem index for the 130 teachers who responded to the questionnaire was 63. The lowest score was 17 and the highest was 98. Twenty-two teachers (17%) scored below 50. Seventy-nine teachers (61%) scored between 50 and 75. Twenty-one teachers (16%) scored between 76 and 89. Seven teachers (5%) scored between 90 and 100, with only one of those teachers scoring above 95. These results imply that 95 percent of teachers in the sample may be hindered by poor self-esteem. Seventy-eight percent of the teachers had self-esteem that could be considered a serious disadvantage.

Part III: Job-Related Factors

Thirty-five job-related characteristics were examined in Part III of the questionnaire. For each characteristic there were three questions: 1) "How much of the characteristic is now connected with your teaching position?" 2) "How much of the characteristic do you think should be connected with your teaching position?" 3) "How important is this characteristic to your self-esteem?" Teachers were asked to rate each question on a five point scale with 1 representing the minimum and 5 representing the maximum. Table 2 shows the mean for each job-related characteristic.

TABLE 2. Means for Job-Related Characteristics

	Now *	Ideal	Effect on Self-Esteem
Support by your school principal in 1984-84	3.96	4.76	4.27
Support by your students' parents in 1984-85	3.42	4.64	3.74
Positive representation by media of teaching profession	2.55	4.63	3.63
Opportunity to help children	4.23	4.93	4.50
Opportunity to determine own methods	3.72	4.65	4.30
Opportunity to determine own materials	3.60	4.38	4.30
Opportunity for professional advancement	3.06	4.66	3.76
Opportunity for personal growth and development	3.29	4.53	4.27
Opportunity to use own unique capabilities	3.69	4.66	4.39
Prestige of the teaching profession	2.02	4.89	4.08
Evaluation of your work by the principal	3.73	4.33	4.33
Evaluation of your work by your supervisor	2.68	3.69	3.62
Evaluation of your work by a state evaluator	1.83	2.36	2.55
Salary reflects your education and experience	2.12	4.73	4.05
Realistic expectations for teachers by the community	2.56	4.35	3.79
Realistic expectations for teachers by CERA legislation	2.36	4.20	3.25
Realistic expectations for teachers by school board	2.83	4.47	3.63
Realistic expectations for teachers by superintendent	3.47	4.48	3.70
Realistic expectations for teachers by supervisor	3.50	4.34	3.74
Realistic expectations for teachers by principal	3.89	4.63	4.19
Positive feedback from community members	2.73	4.58	3.97
Positive feedback from the principal	3.63	4.79	4.31
Positive feedback from your supervisor	2.95	4.24	3.76
Pleasant work environment	3.47	4.80	4.34
Feelings of competency as a teacher	4.31	4.84	4.71
Embarrassment when people ask about your profession	1.75	1.17	1.91
Pride in your work	4.31	4.91	4.65
Feeling of success as a teacher	4.11	4.88	4.69
Established specific, personal goals	4.19	4.66	4.37
Credit for a job well done	2.85	4.81	4.28
Feeling of isolation	2.76	1.58	2.86
Opportunity for prof. interaction with other teachers	2.87	4.38	3.70
Opportunity for social interaction with teachers	2.53	3.65	3.13
Hrs. spent engaged in teaching/school-related activities	4.04	2.64	3.54
Overall Professional Satisfaction	3.47	4.81	4.45

*_Now_ represents the question, "How much of the characteristic is now connected with your teaching position?" _Ideal_ represents the question, "How much of the characteristic do you think should be connected with your teaching position?" _Effects Self-Esteem_ represents the question, "How important is this characteristic to your self-esteem? 1 represents the minimum and 5 represents the maximum.

Several aspects of these results are of particular interest. The discrepancies between the present amount of each job-related factor and the ideal amount were tabulated. Of the 35 job-related characteristics, 5 variables had discrepancies greater than 1.5 points (prestige of the teaching profession, a salary that reflects education and experience, positive representation by the media, credit for a job well done, and positive feedback by the community.) The greatest possible discrepancy was 4 points. Table 3 lists the job-related characteristics that had the largest discrepancies as well as the differences.

TABLE 3. Largest Discrepancies

Prestige of the teaching profession	2.9 point difference
A salary that reflects education and experience	2.6 point difference
Positive representation by media	2.1 point difference
Credit for a job well done	2.0 point difference
Positive feedback by the community	1.8 point difference

Five questions addressed issues related to the realism of expectations established by the Comprehensive Education Reform Act (CERA), the school board, superintendent, supervisors, and principals. The expectations that teachers felt were especially unrealistic were those set by the CERA legislation and the school board. (See Table 4.)

TABLE 4. Largest Discrepancies in Expectations

Realistic expectations by CERA legislation	1.8 point difference
Realistic expectations by school board	1.6 point difference

Eleven characteristics were found to have discrepancies of less than one point (established personal goals, feelings of competency as a teacher, pride in one's work, feelings of success as a teacher, embarrassment about the teaching profession, the opportunity to help children, amount of evaluation by the state evaluator, the opportunity to determine one's own materials, amount of evaluation by the principal, realistic expectations by the principal, and support by the principal.) Table 5 lists the job-related characteristics that were rated closest to the ideal as well as the differences.

TABLE 5. Characteristics Closest to Ideal

Established personal goals	.5 point difference
Feelings of competency as a teacher	.5 point difference
Amount of evaluation by state evaluator	.5 point difference
Embarrassment about teaching profession	.6 point difference
Pride in work	.6 point difference
Amount of evaluation by principal	.6 point difference
Opportunity to help children	.7 point difference
Realistic expectations by principal	.7 point difference
Opportunity to determine own materials	.8 point difference
Feelings of success as a teacher	.8 point difference
Support by principal	.8 point difference

Five job-related characteristics received mean scores of four and above on question *a:* "How much of the characteristic is connected with your teaching position?" and showed less than one point discrepancy between what is currently connected with the job and the ideal presence: established personal goals, feelings of competency as a teacher, pride in one's work, the opportunity to help children, and feelings of success as a teacher.

One-half of the job-related characteristics were identified by teachers as highly affecting self-esteem. The variables which received ratings of 4 and above tended to fall into four categories: personal/intrinsic factors, opportunities provided by the school structure, factors related to the principal, and extrinsic factors. The personal/intrinsic factors include feelings of competency as a teacher, feelings of success as a teacher, pride in one's work, overall professional satisfaction, and specific personal goals. The opportunities to achieve personal growth, to help children, to use one's own capabilities, to determine one's own teaching methods, and to determine one's own teaching materials are related to school structure. Additionally, a pleasant work environment is associated with school structure. Realistic expectations, positive evaluation, feedback, and support by the school principal are important to teachers' self-esteem. Extrinsic factors that affect self-esteem include credit for a job well done, prestige of the teaching profession, and realistic expectations by the community. Table 6 lists the job-related characteristics that most affect self-esteem and their mean scores. (A score of five signifies the maximum effect.)

What factors did teachers feel affected their self-esteem the least? Only three characteristics received mean scores of less than three: a feeling of isolation, positive evaluation by a state evaluator, and embarrassment [lack of] when asked about their occupation. (See Table 7.)

TABLE 6. Factors That Most Affect Self-Esteem

Feelings of competency as a teacher	4.7
Feelings of success as a teacher	4.7
Pride in work	4.7
Opportunity to help children	4.5
Overall professional satisfaction	4.5
Opportunity to use own capabilities	4.4
Specific, personal goals	4.4
Pleasant work environment	4.3
Positive evaluation by principal	4.3
Positive feedback by principal	4.3
Opportunity to determine own methods and materials	4.3
Credit for a job well done	4.3
Opportunity for personal growth	4.3
Support by principal	4.3
Realistic expectations by principal	4.2
Prestige of teaching profession	4.1
Realistic expectations by the community	4.1

TABLE 7. Factors That Least Affect Self-Esteem

Feeling of isolation	2.9
Positive evaluation by the state evaluator	2.6
Embarrassment when asked about occupation	1.9

The correlations between self-esteem and the variables in Part I of the questionnaire (demographic factors) and Part III (the job-related factors) were computed. The correlation between self-esteem and the other variables ranged from -.21 to a .30 with the present amount of evaluation by the state evaluator having the lowest negative correlation and the present

amount of credit for a job well done having the the highest positive correlation. Most of the correlations were not significantly different from zero. Variables that had a positive or negative correlation of .15 significance and above are listed in Table 8. (Items are arranged from the highest significant positive correlation to the lowest significant negative correlation.)

The correlations were also computed between self-esteem and the differences between questions *a* and *b* in Part III (a. How much of a particular characteristic is there now?) and (b. How much of a particular characteristic should there be?) Again, self-esteem was not highly correlated to any of these differences. The discrepancy between the present amount and the ideal amount of evaluation by the state evaluator had the highest significant positive correlation (.19) with self-esteem. Conversely, the amount of positive feedback from the principal had the lowest significant negative correlation (-.23) with self-esteem. Positive and negative correlations of .15 significance and above were found for the variables listed in Table 9.

A regression analysis was run for all the variables that had correlations at or above the .15 significance level. For a sample size of 109, a multiple R of .55 was found for the following variables: present opportunity to determine own teaching materials, present amount of evaluation by the principal, ideal opportunity to determine one's own teaching methods, and importance of a positive principal evaluation to self-esteem. The following generality can be drawn from this analysis. Teachers who have a tendency toward high self-esteem think there should be more opportunities to determine their own teaching materials, believe they currently use their own methods to a moderate degree, believe their work is evaluated enough by the principal, and feel the principal's evaluation is not particularly important to their self-esteem.

TABLE 8. Correlations between Self-Esteem and Other Variables

Present amount of credit for a job well done	.30
Present amount of positive feedback from principal	.27
Present opportunity to determine own teaching materials	.26
Present competency feelings as a teacher	.26
Number years teaching experience	.23
Present opportunity to use own capabilities	.22
Present amount of evaluation by principal	.22
Ideal feeling of success as a teacher	.21
Salary	.21
Ideal amount of pride in work	.21
Extent to which the superintendent has realistic expectations for teachers	.19
Age	.19
Ideal amount of support by school principal	.18
Ideal amount of opportunity to determine own teaching methods	.18
Extent to which the community has realistic expectations for teachers	.18
Present amount of support by parents	.16
Present opportunity to advance professionally	.16
How representative the present salary is of education and experience	.16
Present feeling of success as a teacher	.16
Ideal feeling of success as a teacher	.16
Extent to which teachers have specific, personal goals	.15
Extent to which the school board has realistic expectations for teachers	.15
How important parental support is to self-esteem	-.15
How important positive representation in the media is to self-esteem	-.15
Importance of representative salary to self-esteem	-.16
Importance of prestige of teaching profession to self-esteem	-.17
Importance of positive principal evaluation to self-esteem	-.18
Present amount of embarrassment about occupation	-.18
Importance of positive feedback from principal to self-esteem	-.19
Present amount of evaluation by state evaluator	-.21

TABLE 9. Correlations: Self-Esteem and Differences between Questions a and b

Amount of evaluation by state evaluator	
Difference: now and ideal	.19
Opportunity to advance professionally	
Difference: now and ideal	-.16
Opportunity to use own unique capabilities	
Difference: now and ideal	-.17
Feelings of competency as a teacher	
Difference: now and ideal	-.18
Opportunity to determine own teaching materials	
Difference: now and ideal	-.18
Amount of evaluation by principal	
Difference: now and ideal	-.18
Amount of positive feedback from principal	
Difference: now and ideal	-.23

CHAPTER 5

Findings

The findings of this study include the following:

1. Ninety-five percent of the teachers in the sample may be hindered by low self-esteem.

2. The area of largest discrepancy between the presence of the characteristic now and an ideal presence was the prestige of the teaching profession.

3. The area of next largest discrepancy between the presence of the characteristic now and an ideal presence was a salary that reflects education and experience.

4. The job-related factors that teachers identified as closest to the ideal were establishment of personal goals, feelings of competency as a teacher, and amount of assessment by a state evaluator.

5. Feelings of competency as a teacher, feelings of success as a teacher, and pride in one's work were identified as job-related characteristics having the greatest effect on self-esteem.

6. The feeling of embarrassment about the teaching occupation was considered to have the least effect on self-esteem. (Teachers reported very little embarrassment about their occupation.)

7. Six characteristics which highly influence self-esteem (personal goals, feelings of competency, pride in one's work, evaluation by the principal, opportunity to help children, and opportunity to determine one's own materials) were also those characteristics which showed the least discrepancies between the present amount and the ideal amount.

8. Two characteristics considered to greatly affect self-esteem (prestige of the teaching profession and credit for a job well done) were among the characteristics where the largest discrepancies were found.

9. The present amount of credit for a job well done had the highest correlation with self-esteem.

10. The amount of evaluation by a state evaluator showed the highest positive correlation between self-esteem and the difference between the actual situation and an ideal one.

11. The amount of positive feedback from the principal showed the highest negative correlation between self-esteem and the difference between the actual situation and an ideal one.

12. Four variables (present opportunity to determine one's own teaching materials, the present amount of evaluation by the principal, the ideal opportunity to determine one's own teaching methods, and the importance to self-esteem of a positive evaluation by the principal) had a multiple R of .55 for a sample size of 109.

CHAPTER 6

Discussion

Several interesting observations can be made from this study. Six characteristics reported to highly influence self-esteem (personal goals, feelings of competency, pride in one's work, evaluation by the principal, opportunity to help children, and opportunity to determine own materials) were also those characteristics which showed the least discrepancies between the present amount and the ideal presence. This similarity may indicate that in six areas the self-esteem of female elementary school teachers is presently being nurtured.

On the other hand, two characteristics which were considered to greatly influence self-esteem (prestige of the teaching profession and credit for a job well done) were among those characteristics where the largest discrepancies were found. These disparities suggest that in those areas the self-esteem of female elementary teachers is being impaired.

The top three job-related characteristics that female teachers perceived to have the most effect on their self-esteem (feelings of competency as a teacher, feelings of success as a teacher, and pride in one's work) were those factors which related more to aspects over which teachers have some direct control. Those variables pertained to more intrinsic characteristics of the women themselves than to external elements of the job. The women in the study seem to feel good about their own performances in the classroom and do not doubt themselves. On the other hand, teachers reported that their self-esteem was also affected to a large degree by two extrinsic factors (prestige of the teaching profession and credit for a job well done) that had large discrepancies between what is

present now and an ideal presence. A correlation was found between self-esteem and the amount of credit teachers believe they presently receive for doing their job well.

One might wonder why extrinsic factors would make that much difference to female teachers if they feel so confident about their own teaching. One explanation may be the low levels of self-esteem reported by the majority of teachers. Seventy-eight percent of the self-esteem quotients fell in the category described as a "serious disadvantage." Individuals who do not have high self-esteem generally rely more heavily on reinforcement from extrinsic sources than individuals with high self-esteem. Various studies substantiate the hypothesis that individuals with low self-esteem rely more on external reinforcement than individuals with high self-esteem(Jewell & Reitz, 1980). The generality drawn from results of the regression analysis (female teachers who have a tendency toward high self-esteem think there should be more opportunities to determine their own teaching materials, believe they currently use their own methods to a moderate degree, believe their work is evaluated enough by the principal, and feel the principal's evaluation is not particularly important to their self-esteem) also supports this hypothesis. It appears from this study that the self-esteem of female elementary school teachers could be enhanced from more overt support by principals, parents and community members, system administrators, and the media.

Perhaps this need for support and the perceived lack of it also contributes to burnout among female elementary school teachers. Farber has defined burnout in very descriptive terms: "Burnout is a function of feeling inconsequential--feeling that no matter how hard one works, the payoffs in terms of accomplishment, recognition, or appreciation are not

there"(1984, 325). Self-esteem, stress, and burnout are intricately related. Perhaps improved self-esteem would enable teachers to manage stress more effectively and reduce the likelihood of burnout.

Because this study has focused on self-esteem of female elementary school teachers, it is important to look at two major reasons why self-esteem is important. First, it is important to the children with whom these women come in contact every day. Next to parents, probably the most influential adults in the lives of young children are teachers, the majority of whom are women. Only those teachers with high self-esteem can foster attitudes of positive self-worth in their students. Positive self-esteem is important to the development of well-adjusted human beings. Secondly, high self-esteem and self-acceptance is crucial to the individual herself. It is important to a woman's psychological well-being. Self-esteem affects one's perceptions of the world; it colors all facets of a woman's life.

Personal goals and aspirations and the courage to strive toward those goals are influenced by self-esteem. More often than not women tend to nurture other people but do little to nurture themselves. Self-sacrifice is often the "rule" when a woman must choose between herself and another. Various factors account for this phenomenon and perhaps a lack of self-esteem is one of them. Women must take time to nurture themselves for their own personal well-being. Lindley expressed this concern by saying: "As teachers, we deal not only with the lives of our students but with the life of the child within us as well. That child must be honored and nurtured, like any child, if it is to fulfill itself"(1984, 43).

CHAPTER 7

Recommendations

The majority of female elementary school teachers in this study could benefit from efforts to improve self-esteem. It is likely that teachers, both male and female, at all levels could benefit from such efforts. Three approaches to the development of a positive self-esteem are discussed below: 1) individual self-esteem programs, 2) improved school management by administrators, particularly principals, and 3) more positive media coverage.

A program such as Building Self-Esteem, published by the Barksdale Foundation for Furtherance of Human Understanding, would be an especially helpful tool to use in teacher development programs (Barksdale, 1972). A "one shot" approach is not sufficient. A program such as Building Self-Esteem requires approximately two hours a week for a twelve-week period. Perhaps interested teachers could receive some release time each week to participate in such a program. The benefits to the teachers as well as the students would be substantial.

In addition to personal self-esteem development, principals and other school administrators can strive to provide an environment within schools where self-esteem is nurtured rather than destroyed. In order to do this they must first look at existing rules and policies that may devalue teachers. If policies exist which discourage creative teaching, the use of one's unique capabilities, and involvement in decision-making, teachers are likely to feel devalued. In order to combat such conditions, the prinicipal must strive to fulfill five functions: "set limits, create a caring climate, build staff cohesiveness, define expectations, and provide support"(Reasoner,1982,8).

The purpose for setting limits is to give teachers some structure and security. When structure is in place, teachers know what is expected of them and what they can expect from the principal. As a result, they can function in a more confident manner. Trust in one's self and others is fostered, when teachers and administrators work together to establish the school's basic philosophy, procedures, policies, and expectations (Reasoner, 1982).

A caring environment in which teachers feel comfortable with their own abilities should be established and maintained within the school. Administrators should strive to create an atmosphere in which teachers feel free to express their own ideas and concerns without negative recourse. Teachers need to feel that their ideas and expertise are valuable and worthwhile. The often unseen strengths of teachers (i.e., the ability to work with children of varying abilities or the ability to express much-needed empathy in the classroom) must be reinforced (Reasoner, 1982).

The third variable that administrators should foster is staff cohesiveness. Teachers should be encouraged to work together to solve common problems, to work toward mutual goals, and to share common experiences. These types of experiences serve to foster pride in the school and a sense of cooperation toward common objectives (Reasoner, 1982). It is important that staff members share ideas and problems they may have. Mentors may be established to allow more experienced teachers to encourage and help less experienced teachers. This sort of working relationship is valuable to both parties.

Defined expectations is another important facet of creating an atmosphere where self-esteem is fostered. The principal must articulate general goals for the school, for individual teachers, and for students.

Ideally the establishment of goals at all levels should be a cooperative effort between teachers and administrators. After goals and expectations have been agreed on, teachers should be free to pursue those goals in ways they see fit. Evaluations should be used to help teachers become more effective, not for purposes of penalty. Administrators should encourage teachers to pursue their own goals, to be creative, and to continue their personal development (Reasoner, 1982).

The fifth task of administrators, and perhaps the most important, is that of providing support. This element has been eluded to in all the areas discussed above. The principal should give assistance rather than directives. If a teacher is in a particular dilemma, the principal should assist the teacher in any way possible: provide help from a consultant, reallocate funds, brainstorm, or simply listen in a nonjudgemental fashion (Reasoner, 1982). The principal must give teachers adequate feedback, objective and subjective. A once-a-year observation and evaluation does not qualify as adequate feedback.

In short, principals and other administrators should make "a conscious effort to work with individuals in a manner that respects their feelings, capitalizes on their strengths, involves them in all matters that affect them, supports them in their efforts, and provides them with feelings of accomplishment. It requires a leadership style that values people, requires honest and open communication, respects divergent points of view, and supports alternative means to achieve a goal" (Reasoner, 1982, 13-14). The effort described above leads to feelings of autonomy and personal self-esteem.

The last recommendation for the improvement of teacher self-esteem has to do with with more positive media support of schools and the teaching

profession. Activities of teachers, students, or schools that get media attention are oftentimes negative. Yet individual schools, teachers, and students initiate a number of positive newsworthy activities each week. The coverage of these "events" would help portray a more representative picture of what goes on in schools each day. Credit for effective teaching would be the rule rather than the exception. Positive media coverage would not only help improve teachers' self-esteem but would also positively affect the public's view of teaching and, therefore, improve the prestige of the profession. Local, state, and national support of schools and teachers would surely improve as a more realistic presentation of what goes on in schools is publicized.

Appendix A

Dear Teacher,

Would you please take a few minutes to complete the accompanying questionnaire? Your answers will be part of a research study to determine the self-esteem of female elementary school teachers and job-related factors that affect their self-esteem. A study of this nature has never been done, and I believe it could be quite significant to teachers. Only Chattanooga area teachers are being surveyed, and you have been chosen to participate in the study.

All responses will be kept anonymous. A summary of the results, however, will be shared with the Hamilton County Education Association, Chattanooga Education Association, and the Barksdale Self-Esteem Foundation in Idyllwild, California.

I appreciate your time and participation. As you probably know, a high rate of return is crucial to a research study; please return the questionnaire in the enclosed envelope by September 3.

Thank you again for your help.

Sincerely,

Jeanne Swafford Jolley
Instructor - Human Services

DIRECTIONS FOR PART 1: **Please answer the questions below by circling the appropriate responses.**

1. How many years of teaching experience have you had? 1-4 5-8 9-12 13-16 16-19 20+
2. In which system did you teach in 1984-85? Chattanooga City Hamilton County
3. What was the approximate enrollment in your school in 1984-85? Less than 85 85-150 151-200 201-300 301-400 401-500 501-600 601-700 700+
4. How many full-time elementary teachers were employed in your school in 1984-85? Less than 10 11-14 15-18 19-22 23-26 27-30 31-34 35+
5. What is your race/ethnic background? American Indian Asian Black Caucasian Hispanic Other_____
6. What is your highest degree? Bachelor's Master's Master's + 45 Educational Specialist Doctorate
7. Are you the head of your household? Yes No
8. What is your salary? 10-13,000 13,100-16,000 16,100-19,000 19,100-22,000 22,100-25,000 25,100-28,000
9. What is your major work assignment? K 1 2 3 4 5 6 Other_____
10. What is your age: 20-29 30-39 40-49 50-59 60+
11. What is your marital status? Single Married Separated Widowed Divorced
12. How many children have you? 0 1 2 3 4 5 6+
13. Were you eligible to apply for the career ladder? Yes No
    a. If yes, did you apply for the career ladder? Yes No
    b. If yes, for which level did you apply? 1 2 3
    c. Did you get the level you desired? Yes No
14. Do you consider teaching your lifetime career? Yes No

Directions Part 2: **Rate each statement as follows (each rating shows how true the statement is for you):**

1=not at all true for me
2=somewhat true OR true only part of the time
3=fairly true OR true about half of the time
4=mainly true OR true most of the time
5=true all the time

SELF-ESTEEM STATEMENTS	Not True				True
15. I don't feel anyone else is better than I am.	1	2	3	4	5
16. I am free of shame, blame, and guilt.	1	2	3	4	5
17. I am a happy, carefree person.	1	2	3	4	5
18. I have no need to *prove* I am as good as or better than others	1	2	3	4	5
19. I *do not* have a strong need for people to pay attention to me or like what I do.	1	2	3	4	5
20. Losing *does not* upset me or make me feel "less than" others.	1	2	3	4	5

	Not true				True
21. I feel warm and friendly toward myself.	1	2	3	4	5
22. I *do not* feel others are better than I am because they can do things better, have more money, or are more popular.	1	2	3	4	5
23. I am at ease with strangers and make friends easily.	1	2	3	4	5
24. I speak up for my own ideas, likes, and dislikes.	1	2	3	4	5
25. I am not hurt by others' opinions or attitudes.	1	2	3	4	5
26. I *do not* need praise to feel good about myself.	1	2	3	4	5
27. I feel good about others' good luck and winning.	1	2	3	4	5
28. I *do not* find fault with my family, friends, or others.	1	2	3	4	5
29. I *do not* feel I must always please others.	1	2	3	4	5
30. I am open and honest and not afraid of letting people see my real self.	1	2	3	4	5
31. I am friendly, thoughtful, and generous towards others.	1	2	3	4	5
32. I do not blame others for *my* problems and mistakes.	1	2	3	4	5
33. I enjoy being alone with myself.	1	2	3	4	5
34. I accept compliments and gifts without feeling uncomfortable or needing to give something in return.	1	2	3	4	5
35. I admit my mistakes and defeats without feeling ashamed or "less than".	1	2	3	4	5
36. I feel no need to defend what I think, say, or do.	1	2	3	4	5
37. I do not need others to agree with me or tell me I'm right.	1	2	3	4	5
38. I *do not* brag about myself, what I have done, or what my family has or does.	1	2	3	4	5
39. I *do not* feel "put down" when criticized by my friends or others.	1	2	3	4	5

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Please continue on page 3.

DIRECTIONS FOR PART 3: Several characteristics connected with teaching are listed below. For each characteristic, you will be asked to answer three questions:

a. **How much of the characteristic is now connected with your teaching position?**
b. **How much of the characteristic do you think should be connected with your teaching position?**
c. **How important is this characteristic to your self-esteem (your feeling of personal worth)? Please circle your responses.**

Characteristics	Minimum	Maximum
40. Support by your school principal in 1984-85:		
a. How much was there?	(min) 1	2 3 4 5 (max)
b. How much should there have been?	(min) 1	2 3 4 5 (max)
c. How important is this support to your self-esteem?	(min) 1	2 3 4 5 (max)
41. The support of your students' parents in 1984-85:		
a. How much was there?	(min) 1	2 3 4 5 (max)
b. How much should there have been?	(min) 1	2 3 4 5 (max)
c. How important is this support to your self-esteem?	(min) 1	2 3 4 5 (max)
42. Positive representation by the media of the teaching profession:		
a. How much is there now?	(min) 1	2 3 4 5 (max)
b. How much should there be?	(min) 1	2 3 4 5 (max)
c. How important is positive representation in the media to your self-esteem?	(min) 1	2 3 4 5 (max)
43. The opportunity to help children:		
a. How much is there now?	(min) 1	2 3 4 5 (max)
b. How much should there be?	(min) 1	2 3 4 5 (max)
c. How important is the opportunity to help others to your self-esteem?	(min) 1	2 3 4 5 (max)
44. The opportunity to determine your own teaching methods?		
a. How much is there now?	(min) 1	2 3 4 5 (max)
b. How much should there be?	(min) 1	2 3 4 5 (max)
c. How important is the opportunity to determine your own teaching methods to your self-esteem?	(min) 1	2 3 4 5 (max)
45. The opportunity to determine your own teaching materials?		
a. How much is there now?	(min) 1	2 3 4 5 (max)
b. How much should there be?	(min) 1	2 3 4 5 (max)
c. How important is the opportunity to determine your own teaching materials to your self-esteem?	(min) 1	2 3 4 5 (max)
46. The opportunity to advance professionally:		
a. How much is there now?	(min) 1	2 3 4 5 (max)
b. How much should there be?	(min) 1	2 3 4 5 (max)
c. How important is the opportunity to advance to your self-esteem?	(min) 1	2 3 4 5 (max)

47. The opportunity for personal growth and development:

a. How much is there now? (min) 1 2 3 4 5 (max)

b. How much should there be? (min) 1 2 3 4 5 (max)

c. How important is the opportunity for personal growth and development to your self-esteem? (min) 1 2 3 4 5 (max)

48. The opportunity to use your own unique capabilities:

a. How much is there now? (min) 1 2 3 4 5 (max)

b. How much should there be? (min) 1 2 3 4 5 (max)

c. How important is the opportunity to use your own capabilities to your self-esteem? (min) 1 2 3 4 5 (max)

49. Prestige of the teaching profession:

a. How prestigious is the teaching profession now? (min) 1 2 3 4 5 (max)

b. How prestigious should it be? (min) 1 2 3 4 5 (max)

c. How important is the prestige of the profession to your self-esteem? (min) 1 2 3 4 5 (max)

50. Evaluation of your work by your principal:

a. How much is there now? (min) 1 2 3 4 5 (max)

b. How much should there be? (min) 1 2 3 4 5 (max)

c. How important is a positive evaluation by your principal to your self-esteem? (min) 1 2 3 4 5 (max)

51. Evaluation of your work by your supervisor:

a. How much is there now? (min) 1 2 3 4 5 (max)

b. How much should there be? (min) 1 2 3 4 5 (max)

c. How important is a positive evaluation by your supervisor to your self-esteem? (min) 1 2 3 4 5 (max)

52. Evaluation of your work by the state evaluator:

a. How much is there now? (min) 1 2 3 4 5 (max)

b. How much should there be? (min) 1 2 3 4 5 (max)

c. How important is a positive evaluation by the state evaluator to your self-esteem? (min) 1 2 3 4 5 (max)

53. A salary that reflects your professional education and experience:

a. How representative is your salary now? (min) 1 2 3 4 5 (max)

b. How representative should it be? (min) 1 2 3 4 5 (max)

c. How important is a representative salary to your self-esteem? (min) 1 2 3 4 5 (max)

54. Realistic expectations for teachers by the community:

a. How realistic are they now? (min) 1 2 3 4 5 (max)

b. How realistic should they be? (min) 1 2 3 4 5 (max)

c. How important are realistic expectations by the community to your self-esteem? (min) 1 2 3 4 5 (max)

55. Realistic expectations for teachers established by the Comprehensive Education Reform Act (CERA):
    a. How realistic are they now? (min) 1 2 3 4 5 (max)
    b. How realistic should they be? (min) 1 2 3 4 5 (max)
    c. How important are realistic expectations established by CERA to your self-esteem? (min) 1 2 3 4 5 (max)
56. Realistic expectations for teachers by the school board:
    a. How realistic are they now? (min) 1 2 3 4 5 (max)
    b. How realistic should they be? (min) 1 2 3 4 5 (max)
    c. How important are realistic expectations by the school board to your self-esteem? (min) 1 2 3 4 5 (max)
57. Realistic expectations for teachers by the superintendent:
    a. How realistic are they now? (min) 1 2 3 4 5 (max)
    b. How realistic should they be? (min) 1 2 3 4 5 (max)
    c. How important are realistic expectations by the superintendent to your self-esteem? (min) 1 2 3 4 5 (max)
58. Realistic expectations for teachers by your supervisor:
    a. How realistic are they now? (min) 1 2 3 4 5 (max)
    b. How realistic should they be? (min) 1 2 3 4 5 (max)
    c. How important are realistic expectations by your supervisor to your self-esteem? (min) 1 2 3 4 5 (max)
59. Realistic expectations for teachers by your principal:
    a. How realistic are they now? (min) 1 2 3 4 5 (max)
    b. How realistic should they be? (min) 1 2 3 4 5 (max)
    c. How important are realistic expectations by your principal to your self-esteem? (min) 1 2 3 4 5 (max)
60. Positive feedback from community members:
    a. How much is there now? (min) 1 2 3 4 5 (max)
    b. How much should there be? (min) 1 2 3 4 5 (max)
    c. How important is positive feedback from the community to your self-esteem? (min) 1 2 3 4 5 (max)
61. Positive feedback from the principal:
    a. How much is there now? (min) 1 2 3 4 5 (max)
    b. How much should there be? (min) 1 2 3 4 5 (max)
    c. How important is positive feedback from your principal to your self-esteem? (min) 1 2 3 4 5 (max)

62. Positive feedback from your supervisor:

a. How much is there now? (min) 1 2 3 4 5 (max)

b. How much should there be? (min) 1 2 3 4 5 (max)

c. How important is positive feedback by your supervisor to your self-esteem? (min) 1 2 3 4 5 (max)

63. A pleasant work environment:

a. How pleasant is it now? (min) 1 2 3 4 5 (max)

b. How pleasant should it be? (min) 1 2 3 4 5 (max)

c. How important is a pleasant work environment to your self-esteem? (min) 1 2 3 4 5 (max)

Listed below are several questions concerning your feelings. Please circle your responses.

64. Your feeling of competency as a teacher:

a. How much is there now? (min) 1 2 3 4 5 (max)

b. How much should there be? (min) 1 2 3 4 5 (max)

c. How important is this feeling to your self-esteem? (min) 1 2 3 4 5 (max)

65. Embarrassment when people ask about your occupation:

a. How much is there now? (min) 1 2 3 4 5 (max)

b. How much should there be? (min) 1 2 3 4 5 (max)

c. How disturbing is this feeling of embarrassment to your self-esteem? (min) 1 2 3 4 5 (max)

66. Pride in your work:

a. How much is there now? (min) 1 2 3 4 5 (max)

b. How much should there be? (min) 1 2 3 4 5 (max)

c. How important is this feeling to your self-esteem? (min) 1 2 3 4 5 (max)

67. Your feeling of success as a teacher:

a. How successful do you feel now? (min) 1 2 3 4 5 (max)

b. How successful should you feel? (min) 1 2 3 4 5 (max)

c. How important is success as a teacher to your self-esteem? (min) 1 2 3 4 5 (max)

68. The establishment of specific, <u>personal</u> goals:

a. Do you have specific, personal goals? (min) 1 2 3 4 5 (max)

b. Should you have specific, personal goals? (min) 1 2 3 4 5 (max)

c. How important are personal goals to your self-esteem? (min) 1 2 3 4 5 (max)

69. Credit for a job well done:

a. How much credit is there now? (min) 1 2 3 4 5 (max)

b. How much credit should there be? (min) 1 2 3 4 5 (max)

c. How important is the feeling that you have gotten credit for your work? (min) 1 2 3 4 5 (max)

70. The feeling of isolation:

a. How much is there now? (min) 1 2 3 4 5 (max)

b. How much should there be? (min) 1 2 3 4 5 (max)

c. How detrimental is this feeling to your self-esteem? (min) 1 2 3 4 5 (max)

71. Opportunity for professional interaction with other teachers:

a. How much is there now? (min) 1 2 3 4 5 (max)

b. How much should there be? (min) 1 2 3 4 5 (max)

c. How important is this interaction to your self-esteem? (min) 1 2 3 4 5 (max)

72. Opportunity for social interaction with other teachers:

a. How much is there now? (min) 1 2 3 4 5 (max)

b. How much should there be? (min) 1 2 3 4 5 (max)

c. How important is this interaction to your self-esteem? (min) 1 2 3 4 5 (max)

73. Hours spent engaged in teaching/school-related activities:

a. How many hours do you spend now? (40) 1 2 3 4 5 (60+)

b. How many hours should you have to spend? (40) 1 2 3 4 5 (60+)

c. How does the number of hours you work affect your self-esteem? (min) 1 2 3 4 5 (max)

74. Overall professional satisfaction:

a. How satisfied are you with your position now? (min) 1 2 3 4 5 (max)

b. How satisfied should you be? (min) 1 2 3 4 5 (max)

c. How important is professional satisfaction to your self-esteem? (min) 1 2 3 4 5 (max)

Appendix B

Dear Principal,

A select group of Chattanooga area teachers was targeted to participate in a research study to determine the self-esteem of female elementary school teachers and job-related factors that affect their self-esteem. Certain members of your faculty were chosen to participate. Would you please take a few minutes to make a general faculty announcement to remind selected teachers to return the self-esteem questionnaires they received in early August? Additionally, would you please post the enclosed reminder in a strategic place in your school?

Any assistance you can give me will be appreciated. As you probably know, a high rate of return is crucial to a research study. Although a number of teachers have returned their questionnaires, approximately 50 more returns are needed to complete the study.

If you or any of your teachers need to contact me for more information or additional copies of the questionnaire, please feel free to call me at school (755-4181) or at home (886-4269).

Thank you again for your help.

Sincerely,

Jeanne Swafford Jolley
Instructor - Human Services

REMINDER

TO SELECTED TEACHERS

Please return self-esteem questionnaires as soon as possible.

YOUR PARTICIPATION IS VITAL!

If additional questionnaires are needed, please contact Jeanne Jolley at school or home.

UTC
212 Race Hall
Chattanooga, TN 37402

1201 Claridge Court
Signal Mountain, TN 37377

THANK YOU FOR YOUR PARTICIPATION.

Appendix C

Dear Teacher,

As you may remember, you were selected to participate in a research study to determine the self-esteem of female elementary school teachers and job-related factors that affect their self-esteem.

Your assistance to complete this research project is **greatly** needed. Although many teachers have returned their questionnaires at this busy time of the year, the coding system indicates that you may not have returned yours. Please take a few minutes to complete the attached questionnaire. Let me assure you that **all responses will be kept anonymous.**

I appreciate your time and participation in this project and look forward to sharing the findings with you. Please return the questionnaire in the enclosed envelope by September 17.

Thank you again for your help.

Sincerely,

Jeanne Swafford Jolley
Instructor - Human Services

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